DOCUMENT RESUME

ED 465 321 HE 034 957

TITLE	Quality Analysis for Windows, 2002-2003: A Verification Tool. EDExpress Training. Participant Guide.
INSTITUTION	Office of Federal Student Aid (ED), Washington, DC.
PUB DATE	2002-00-00
NOTE	54p.; Software available at: http://www.sfadownload.ed.gov.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administration; *Computer Software; Data Analysis; Higher Education; *Quality Control; *Student Financial Aid; *Training
IDENTIFIERS	EDExpress; Free Application for Federal Student Aid

ABSTRACT

This training manual introduces "Quality Analysis for Windows: A Verification Tool," personal computer software developed by the U.S. Department of Education to assist institutions of higher education in increasing the accuracy of student financial aid awards, improving campus verification procedures, and enhancing management effectiveness. The Tool is part of the EDExpress suite of software and is available to all schools. It helps schools analyze student data from the Free Application for Student Financial Aid to determine if changes in student reported data elements had an impact on eligibility for aid. This manual explains how to acquire the software, how to set it up, and how to create a database of records. It also describes data entry, initiating queries, and setting up the verification edit profiles. Three individual exercises are included, and resources for additional help are described. An appendix contains samples of additional verification reports. (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 465 321

EDExpress Training

Quality Analysis for Windows

2002 - 2003

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Participant Guide

HEC349457

BEST COPY AVAILABLE

FEDERAL STUDENT AID

FSA UNIVERSITY
FEDERAL STUDENT AID

2002-2003 Quality Analysis for Windows, A Verification Tool Training

Form approved
OMB #1880-1529
Exp. date 11/30/2003

STUDENT FINANCIAL ASSISTANCE
Training Satisfaction Survey

Thank you for taking a moment to answer the following questions. We will use this to evaluate and improve our training and materials. Any information you provide is confidential.

Course _____ Date _____

Location _____

Trainer name(s) _____

Your type of institution: ☐ Public ☐ Private ☐ Proprietary
☐ Undergraduate/Graduate ☐ Clock Hour/Credit Hour

Length of time in financial aid related responsibilities: (years/months) _____

Please complete the following statements using the scale below:

1	**=**	**Unacceptable**
2	**=**	**Poor/less than acceptable**
3	**=**	**Moderate/Acceptable**
4	**=**	**Good/More than acceptable**
5	**=**	**Outstanding/Much more than acceptable**
N/A	**=**	**Not applicable/Unknown/No Comment**

GENERAL

1. How well did this training meet your needs for improving your student aid operations?
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

2. How well did this training meet the overall objectives stated at the beginning of the course?
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

3. How well did the training announcement describe this training?
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

TRAINING MATERIALS

4. How helpful were the case studies, charts and other graphic illustrations?
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

5. Our goal is to provide accurate, clear and organized materials. How do you rate our materials?
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

PRESENTATION

6. Please rate the presentation and/or slide show for clarity and accuracy.
☐ ! ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A

7. Was enough time devoted to trainee questions and exercises?
☐ Yes ☐ No

8. What suggestions do you have to improve the trainers' presentation?

_____

_____

_____

_____

TRAINING LOGISTICS AND MISCELLANEOUS

9. What additional training would you like us to provide?

_____

_____

_____

_____

10. What comments do you have about the workshop's location and training room?

_____

_____

_____

_____

ADDITIONAL COMMENTS AND SUGGESTIONS

_____

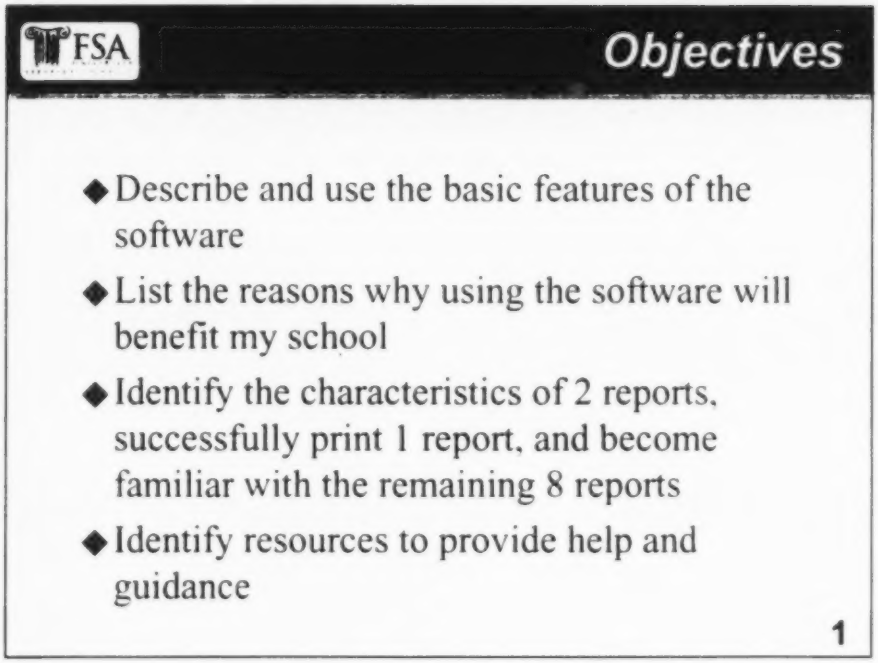
_____

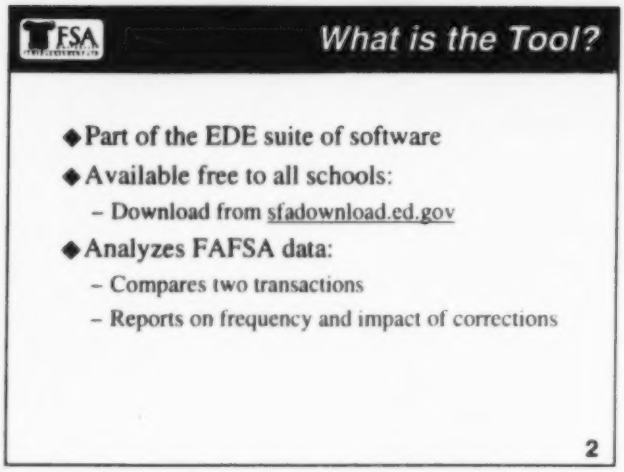
_____

_____.

You can now provide your comments on this or any other training session on our Training Information page at www.ed.gov/offices/OSFAP/sfau/ or by sending us an e-mail at SFA_Training@ed.gov

Quality Analysis for Windows, A Verification Tool


FSA
Objectives
◆ Describe and use the basic features of the software
◆ List the reasons why using the software will benefit my school
◆ Identify the characteristics of 2 reports, successfully print 1 report, and become familiar with the remaining 8 reports
◆ Identify resources to provide help and guidance
1


FSA
What is the Tool?
◆Part of the EDE suite of software
◆Available free to all schools:
– Download from sfadownload.ed.gov
◆Analyzes FAFSA data:
– Compares two transactions
– Reports on frequency and impact of corrections
2

What is the Tool?

The Tool is personal computer software developed by the U.S. Department of Education to assist schools increase the accuracy of student aid awards, improve campus verification procedures, and enhance management effectiveness.

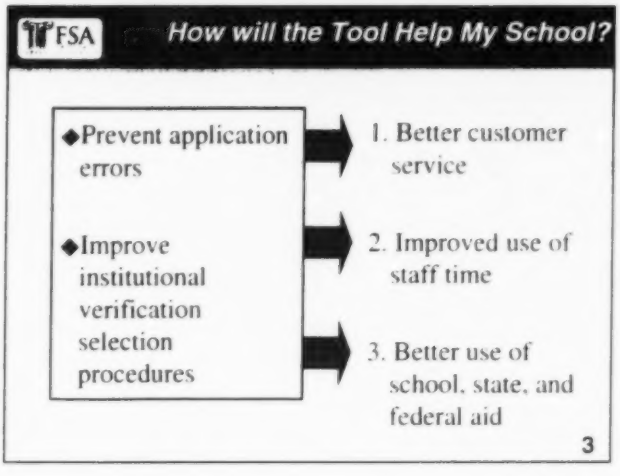
The Tool is part of the EDE suite of software and is available free to all schools.

You can download the software from this web site: sfadownload.ed.gov

The Tool helps you analyze your students' FAFSA data to determine if changes in student reported data elements had an impact on EFC and Pell Grant eligibility.

The software is easy to use. By importing from EDExpress or another system at your school, you create a database of two ISIR transactions for each student applying for financial assistance: the "initial" transaction (the one based on the initial FAFSA) and a "paid on" transaction (the one used to determine the student's Title IV award). You then analyze the differences between the two transactions using queries and specialized reports.

The software gives you great flexibility to analyze your FAFSA data. You can examine the frequency of corrections, either summarized for your entire school, at the student level, or at the data element level. You can also analyze the impact those corrections have on your students' EFCs and Pell Grant awards. By developing queries, you can focus your analysis on particular sub-sets of your student population.


FSA
How will the Tool Help My School?
◆Prevent application errors
◆Improve institutional verification selection procedures
1. Better customer service
2. Improved use of staff time
3. Better use of school, state, and federal aid
3

How will the Tool Help My School?

Information is power. The more you know about your student population, the better able you will be to improve service to your students, manage your office's resources, and make sure that limited institutional, state, and federal dollars are reaching the right students.

Prevent application errors

The Tool helps you prevent FAFSA errors by arming you with information about who makes corrections, the fields most often corrected, and the impact of those corrections on eligibility.

Example:

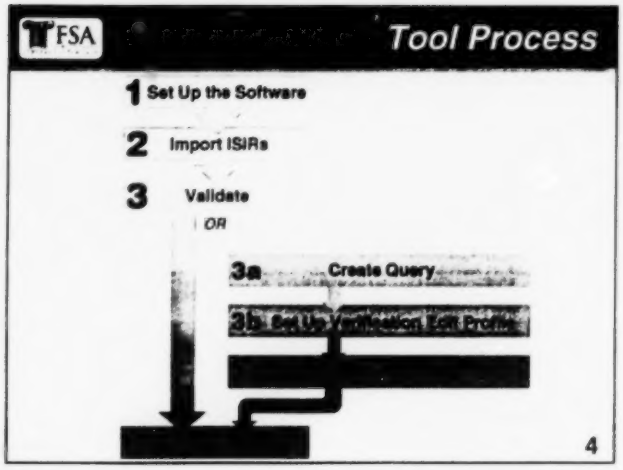
- The Tool indicates that a large number of students make corrections to Worksheet A on the FAFSA. You revise your high school/college night presentation, placing emphasis on how to correctly complete these items. You also revise information on your web site and your publications, placing special attention on this item. Result: the following year, fewer students need to make corrections. That places less burden on you and your staff.

Improve institutional verification selection procedures

Information on corrections behavior will also help you develop and improve your institutional verification program.

Examples:

- The Tool indicates that low-income dependent students, after providing the required verification documents, make very few corrections that have an impact on the EFC. You stop selecting these students for institutional verification. Result: these students and parents are no longer burdened with providing documentation and you are able to reduce the amount of staff time devoted to verification.
- The Tool indicates that work-study students often fail to report work-study earnings on Worksheet C of the FAFSA. You select for institutional verification all work-study students who fail to report a value on Worksheet C. Result: your school, state and federal awards are based on more accurate application information.



Tool Process

Using the Tool involves four required steps:

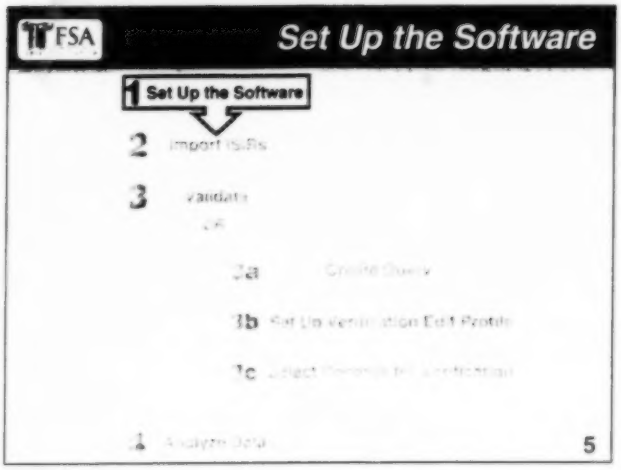
- Set Up the Software
- Import ISIRs
- Validate
- Analyze Data

If you intend to use the software to select records for institutional verification, you will also need to complete these other steps:

- Create Queries
- Set Up Verification Edit Profiles
- Select Records for Verification

We will discuss each of these steps of the process in the remainder of the training session.

BEST COPY AVAILABLE



Step 1: Set up the Software

Setting up the software involves entering information about your school and how you want to use the software.

Required

Your first task is to enter information about your school in the System Setup dialog box. Access the System Setup dialog box by selecting Tools/Setup/System from the main menu. You must enter your school's name and OPEID number before you can import student data.

Optional

Several other tasks are optional when setting up the software:

- **Verification Edit Profile**: Establish profiles to help you select students for institutional verification.
- **File Management**: Define the default directories and paths for your import and export files.
- **User database**: Create your own fields to add to student records that are not on the ISIR.
- **Security Users**: Establish user IDs and passwords for other staff who use the software.
- **Custom Formats**: Define how you want to display data on reports. You can create a format for a custom report, define fields to display on reports, create field increments, and define EFC ranges.
- **Query**: Define criteria for selecting student records to display on reports.

These optional tasks can be completed when you first begin using the software. Alternatively, you can explore these features at a later point, after you have some experience with the software. As you become a more experienced user, you will discover the value of these features and how they can be used to enhance your ability to analyze your data.

BEST COPY AVAILABLE

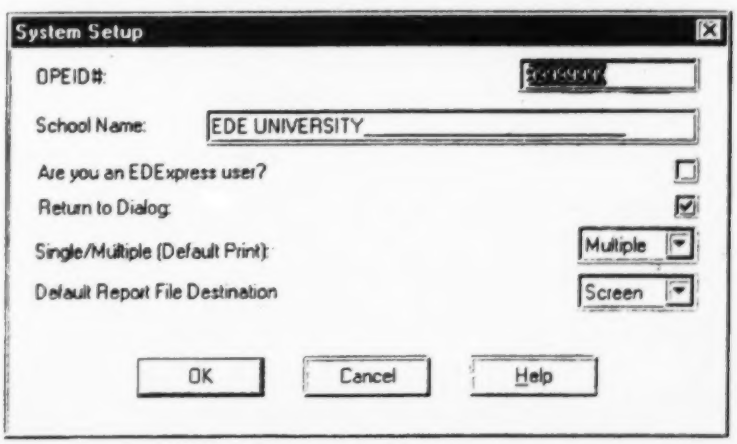
Setting Up the Software: Instructor Demonstration

In this demonstration, we complete two setup tasks. First, we complete the required System Setup task and then we complete an optional task: establishing field increments for display on reports.

Step	Action
1	From the Windows desktop, click **Start**.
2	Select **Programs/EDESuite/Quality Analysis Tool 2002-2003/Quality Analysis Tool for Windows 2002-2003.** The login dialog box displays.
3	Type your user ID. (If this is your first time logging in to the Tool, your user ID is SYSADMIN. SYSADMIN is the default user ID. We have already established a user ID for you. It's Tool.) Type **Tool**.
4	Type your password. (If this is your first time to log in to Tool, your password is SYSADMIN. SYSADMIN is the default password. Also, if this is your first time logging in to Tool, you need to type a new password in the New Password text entry box. You would then be asked to verify the password. We have already established a password for you. It's Tool. You don't need to change it.) Type **Tool**.
5	Click **OK**. You have logged into the Tool.
6	Select **Tools/Setup/System** from the menu bar. The System Setup dialog box displays.
7	Enter your 8-digit **OPEID#**. For the purpose of this demonstration, type **99999999**.
8	Enter the **School Name.** In this case, type **EDE University.**
9	Unmark the **Are you an EDExpress user?** check box. Marking this check box allows you to import ISIRs from EDExpress. By unmarking this check box, you indicate that your school does not use EDExpress.

Setting Up the Software: Instructor Demonstration (continued)

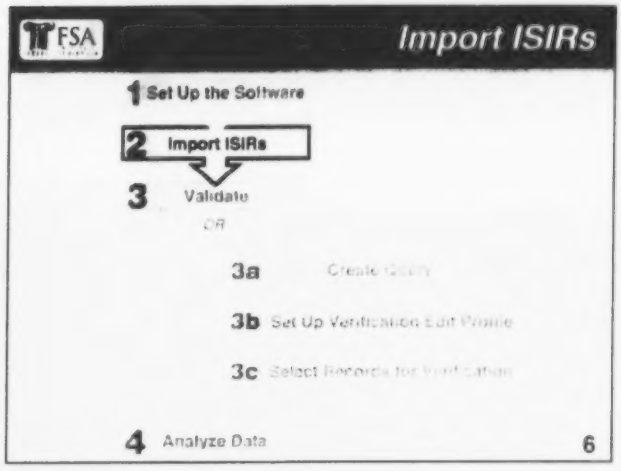
Step	Action
10	Mark the **Return to Dialog** check box. Marking this check box tells the software to return you to the same dialog box after printing, exporting, or importing. If you leave this check box unmarked, the software will return you to the Tool main screen after each process.
11	Click the down arrow for the **Single/Multiple (Default Print)** field and select **Multiple.** Select Single if you usually print one record at a time. Select Multiple if you usually print multiple records. This is the default setting: you can change it in the Print dialog box for a specific print job.
12	Click the down arrow for the **Default Report File Destination** field and select **Screen.** Select the destination you normally use to direct your report output. This is the default setting: you can change it in the Print dialog box for a specific print job.
13	Click **OK**. You have completed System Setup.



Setting Up the Software: Instructor Demonstration (continued)

Next, we will set up a field increment format. You need to define a field increment format in order to run certain reports (such as the report you will be running later in this session). When you create a field increment format, you specify the increment and range of values you want to examine for the field you have selected and assign a code to the format. Then, whenever you want to use that format to print a report, you will enter the code in the Field Increment Code field in the Print dialog box. In this demonstration, we will set up a field increment in order to display records by the parent's Adjusted Gross Income.

Step	Action
14	Select **Tools/Custom Formats/Field Increments** from the main menu bar. The Field Increment dialog box displays.
15	Enter a **Code** of up to six characters to identify the format. In this case, type **PAGI**.
16	Enter a **Description** of up to 50 characters for the format. In this case, type **Parent's Adjusted Gross Income.**
17	Click the **Field down arrow** to display the list of available fields in alphabetical order. Select **Parent's Adjusted Gross Income**.
18	Type the **Minimum** (lowest) value in the range you want to use for the field. In this case, type **0**.
19	Type the **Maximum** (greatest) value in the range you want to use for the field. In this case, type **159999**.
20	Type the **Increment** for the values in this field. In this case, type **10000**.
21	Click **Save.** You have created a Field Increment format. Select this format when printing certain reports to display records by the reported parent's adjusted gross income in increments of $10,000, beginning with $0 to $9,999.
22	Click **OK** to return to the main menu.



Step 2: Import ISIRs

Next, create your database of records by importing ISIRs. You have two basic options. You can import:

- **ISIR Data:** Import the ISIR file that you received from the CPS or one that your IT department has created for you in the ISIR format. (In technical terms, this is a "flat ASCII file.")
- **2002-2003 EDExpress Database:** Import ISIR data directly from your EDExpress database. This is the most convenient option for EDExpress users. You can construct queries to select specific records when importing from your EDExpress database.

Regardless of the option you choose, you must import two records for each student separately:

- **Initial:** This is the first valid ISIR transaction your school considered when it began dealing with processing the application.
- **Paid on:** This is the ISIR transaction that you have determined to be correct and valid. It is the transaction on which you base the student's Title IV award.

All of the analysis in the Tool depends upon comparisons of the values on these two transactions. So, it is important that you understand the distinction.

Here are three concepts to keep in mind:

- The "initial" and "paid on" record that you import for a student can, and often will, be the same ISIR transaction. For example, if a student files a FAFSA and you determine that the 01 ISIR transaction is correct and valid, that 01 ISIR transaction would be imported separately into the Tool as both the "initial" and "paid on" transaction.
- The "initial" transaction is not necessarily the 01 transaction (although in most cases, it will be). It may not even be a lower transaction than the paid on transaction. It needs to be the transaction on which you will base your comparisons with the "paid on" transaction.
- Schools do not necessarily import initial and paid on transactions on the same day. For example, a school would import initial ISIRs (those students who will attend and have an EFC) and then import another set of records (paid on ISIRs) when verification on those student are complete.

BEST COPY AVAILABLE

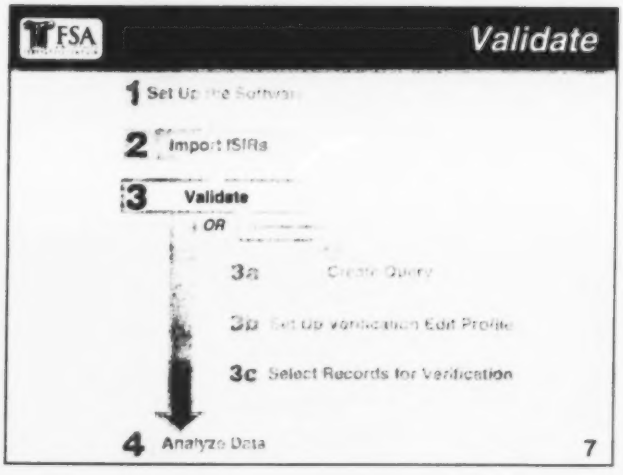
Importing ISIRs: Instructor Demonstration

In this demonstration, we import two files of ISIRs: a file of "initial" ISIRs and a file of "paid on" ISIRs that have been prepared by your school's IT department.

Step	Action
1	Click the **Import icon** from the main menu bar. The Import dialog box displays. **ISIR Data** displays as the **Import Type.**
2	Click the **File button**. The Open dialog box displays with ISIR files that are available to import.
3	Click **sara03OP.007,** the file of initial ISIRs.
4	Click the **Open button.** The **Import** dialog box redisplays.
5	Make sure that the **Update "initial" records only** field is marked. Marking this field tells the software that the imported ISIRs are initial records.
6	Unmark the **Prompt for Duplicates?** field. Marking this check box would alert you when the software encounters a duplicate SSN when importing a new file. The Tool prompts you to choose Skip or Skip All to skip the duplicate record, Update or Update All to update the existing record, or Cancel to stop the import process. If this check box is not marked, Tool skips all duplicate records.
7	Click **OK** to start importing.
8	Click **OK** again when the file has been imported. An ISIR Data - ASCII Edit Report displays showing the number of records that have been imported.
9	Click the **Close** button. The Import dialog box redisplays (because you specified in System Setup to always return to the dialog box.)
10	Click the **File button** to select the second file of "paid on" ISIRs to import.
11	Click **sara03OP.008,** the file of "paid on" ISIRs.
12	Click the **Open button.** The **Import** dialog box redisplays.
13	Mark the **Update "paid on" records only** field. Marking this field tells the software that the imported ISIRs are paid on records.

Importing ISIRs: Instructor Demonstration (continued)

Step	Action
14	Make sure that the **Prompt for Duplicates?** field is marked. When you import paid on data using the Prompt for Duplicates option, the Tool alerts you that it has found duplicates and prompts you to Skip, Update, or Cancel, even though you have not imported paid on data before and have no paid on data in your database. This occurs because the Tool creates not only an Initial transaction record for each student when you import initial data, but also a blank paid on transaction record. When you then import paid on data, the Tool matches the records in its database with the paid on records you are importing and finds that paid on records already exist. Therefore, when the Tool prompts you to Skip, Update, or Cancel, choose Update All Paid On to replace the blank paid on records with your actual paid on data.
15	Click **Update All Paid On** to start importing. An ISIR Data - ASCII Edit Report displays showing the number of records that have been updated.
16	Click the **Close** button. The Import dialog box redisplays.
17	Click **Cancel** to remove the dialog box. You have successfully completed the import process.



Step 3: Validate

Data validation is the next step in the process. You must validate your data before you are able to run most reports.

Two things happen when you run the data validation process:

1. "Unmatched" records are deleted from your database. Unmatched records: a) are records where either the initial or paid on transaction is missing, or b) records that have a blank EFC for either the initial or paid on transaction. A report showing any deleted records is generated at the end of the process.
2. The student's scheduled Pell Grant award is calculated and stored. When calculating, the Tool makes these two assumptions:
   - The student's enrollment status is full time; and
   - The Pell Grant cost of attendance is more than $4,000.

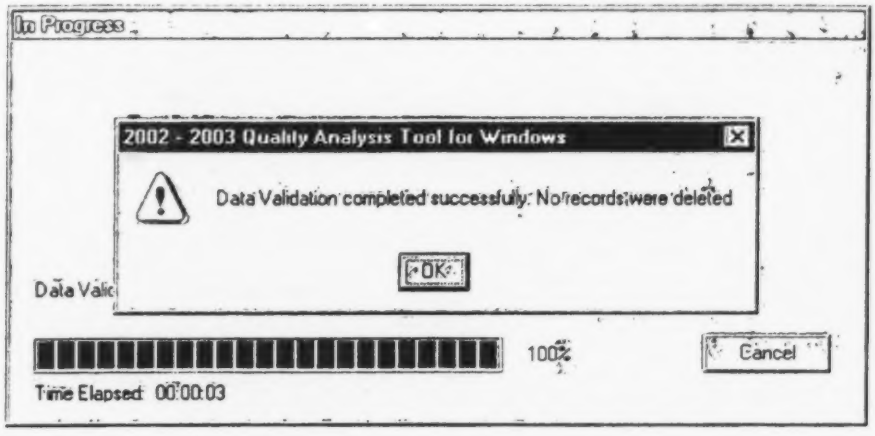
   The scheduled Pell Grant award is used on several Tool reports.

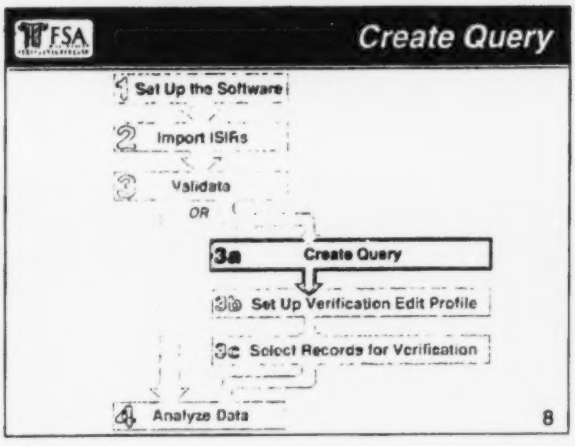
BEST COPY AVAILABLE

Data Validation: Instructor Demonstration

In this demonstration, we validate the records that we imported in the previous demonstration.

Step	Action
1	Select **Process/Data Validation** from the main menu. (You can also click the Data Validation icon on the main menu bar.) A dialog box displays with information about the Data Validation process.
2	Click the **Yes** to continue. The data validation process begins. You are alerted when the process has been completed successfully. (see below)
3	Click **OK**.





Step 3a: Create Query

After completing the data validation step, you can begin printing reports and analyzing differences between your initial and paid on transaction.

However, before moving to the analysis step (step 4), we would like to discuss a powerful and useful feature of the software: selecting records for institutional verification. Use this feature to select student records for verification, in addition to the records selected by the U.S. Department of Education.

You will first want to think about the characteristics of the students who misreport on their application. For example:

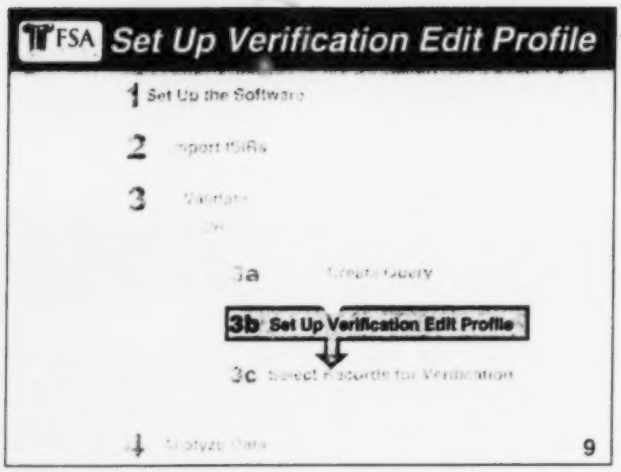
- Are they work-study students who forget to report their earnings on Worksheet C of the form?
- Are they low income students who forget to report untaxed benefits on Worksheet A?
- Are they high-income students who do not report IRA deductions on Worksheet B?
- Are they students who report the amount of Federal U.S. taxes withheld, rather than the amount paid?

Then, you will want to use the Query feature of the Tool to identify the ISIR records that meet the characteristics you define. Queries are statements that describe the records meeting certain criteria that you specify.

For assistance in building your own queries, select **Help** from the main Tool menu. Then, select **How Do I ...?.** Click Create a **Query** from the menu of topics. Step-by-step instructions are provided.

(We do not have the time during this training session to learn how to build queries. Instead, we will use the queries that are pre-defined for you and shipped with the Tool software. We will also use queries that have been specially developed for this training session.)

BEST COPY AVAILABLE



Step 3b: Set Up Verification Edit Profile

The next step in the process is the set up verification edit profiles using the queries that you created or that were created for you. A verification edit profile helps you identify students during the verification selection process and generate reports about those students.

Select Tools/Setup/Verification Edit Profile from the main menu to access the Verification Edit Profile dialog box. The list of available queries is displayed. Four queries are pre-defined and shipped with the software:

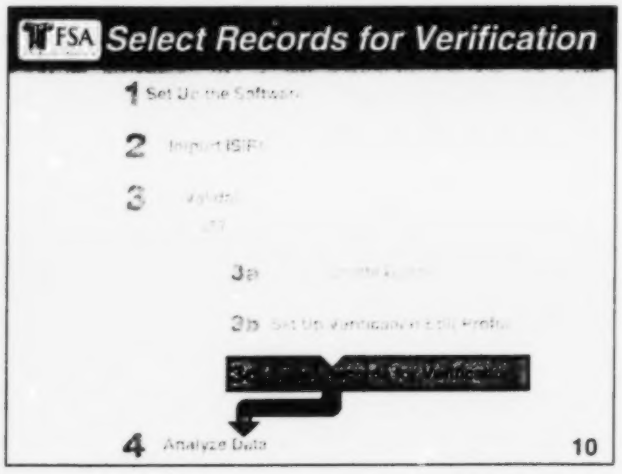
- EFC Changed: The EFCs on the initial and paid on transactions are different.
- Pell Ineligible: The EFC on the initial transaction is greater than the Pell eligible maximum.
- Pell Eligible: The EFC on the initial transaction is within the Pell-eligible range.
- Single Students with Children or Dependents: The student reported on the initial transaction that he or she is unmarried and has dependents other than a spouse.

The other queries are ones that you create (or that were developed for this training.)

Each Verification Edit Profile is identified by a code. After entering a code and a description, mark the query or queries that will be associated with the profile. For example, if you mark Pell Ineligible and Single Students with Children or Dependents, your profile would select unmarried students with dependents who were not eligible for a Pell Grant.

After marking the query or queries, save the profile. It will be used to select records for verification. Add additional profiles, if necessary. You can create as many profiles as you need to target student records for institutional verification.

BEST COPY AVAILABLE



Step 3c: Select Records for Verification

The final step is to select the records in your database that meet the characteristics of the profile or profiles you defined in the Verification Edit Profile dialog box.

Select Process/Verification Selection from the main menu. All of your profiles will display. Select one or more of your profiles, and mark the field titled "Set Initial School Verification Flag?" The verification selection process flags each record that meets at least one of the selected profiles. You can later print reports on which records were flagged, and for what reason.

If you want to make changes to the verification edit profiles after you have run the verification selection process, you need to first complete these two tasks:

1. Reset the verification selection flags from all records by selecting Process/ Reset School Verification Flags from the Tool menu bar; and
2. Remove the verification edit profile flags from all records in the database by selecting Process/Remove Verification Edit Profile Flags from the menu bar.

After completing these steps, you can add, delete, or modify your profiles and then re-run the verification selection process.

BEST COPY AVAILABLE

Individual Learning Activity #1

Scenario

From past experience, your Financial Aid Office believes that many students mistakenly report the amount of Parents of Dependent students US income taxes withheld, rather than the amount of Parent of Dependent students US income taxes paid. Your supervisor asks you to identify all of the students in your database for Institutional Verification that might have made this mistake.

Instructions

- Use **Tool** as both your User ID and Password to enter the software.
- Create a verification edit profile to select the records of dependent students that have unusually high U.S. income taxes paid. Use a query that we have already created for this training.
- Flag each record that meets the profile that you established.
- Use the step-by-step instructions that begin on the next page, if necessary.
- Note that the first three steps of the Tool process have been completed for you:

  Step 1: Set Up the Software

  Step 2: Import ISIRs

  Step 3: Validate

Discussion

1. What are the characteristics of students at your school that tend to misreport on the FAFSA?

_____

_____

_____

2. What query/profile could be developed in the Tool software to identify these students?

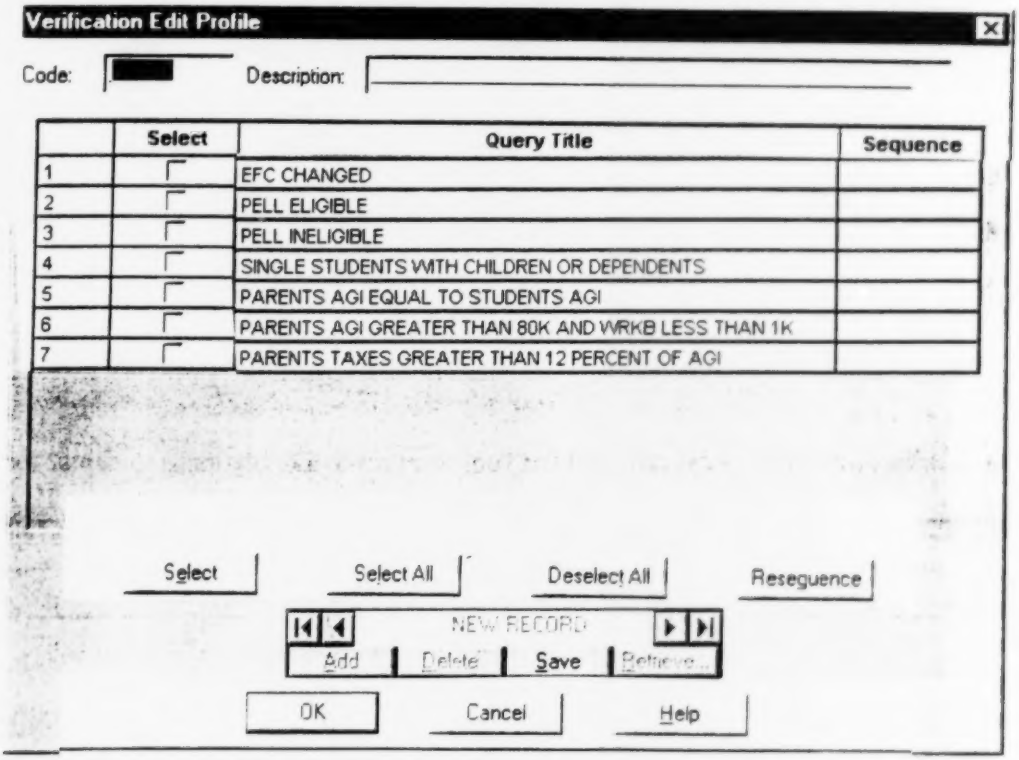
_____

_____

_____

Step-by-Step Instructions for Individual Learning Activity #1

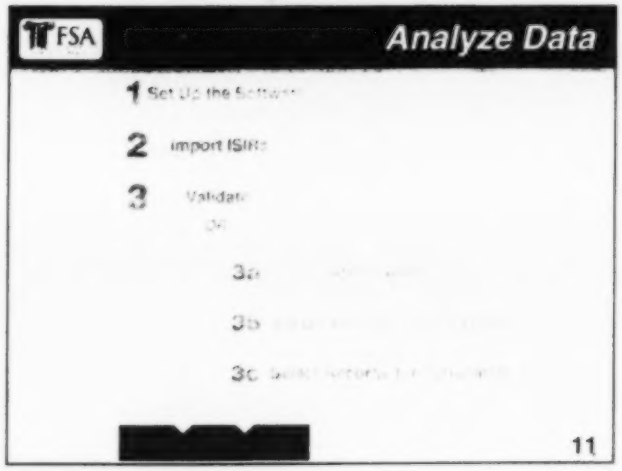
Step	Action
1	From the Windows desktop, click **Start**.
2	Select **Programs/EDESuite/Quality Analysis Tool 2002-2003/Quality Analysis Tool for Windows 2002-2003.** The login dialog box displays.
3	Type **Tool** as your user ID.
4	Type **Tool** as your password.
5	Click **OK**. You have logged into the Tool.
6	Select **Tools/Setup/Verification Edit Profile** from the menu bar. The Verification Edit dialog box displays.



BEST COPY AVAILABLE

Step-by-Step Instructions for Individual Learning Activity #1 (continued)

Step	Action
7	Type a code that identifies your profile. The code cannot exceed 6 characters. We suggest **Taxes**.
8	Type a description that further identifies your profile. The description, which will be printed on reports, cannot exceed 50 characters. We suggest **Parents Taxes Greater Than 12 Percent Of AGI**.
9	Mark the check box in the column titled Select that is associated with the query that you would like to select. In this case, mark the check box for **Parents Taxes Greater than 12 Percent of AGI**.
10	Click the **Save** button to save the record. You have successfully created a Verification Edit Profile! At this point, you could continue and create additional profiles. However, we will create only one profile for this learning activity.
11	Click **OK** to remove the Verification Edit Profile dialog box.
12	Next, select **Process/Verification Selection** from the main menu. The Select Verification Edit Profiles displays with the profile that you created.
13	Mark the **Set Institutional Verification Flag?** check box.
14	Mark the check box in the column titled Select that is associated with the profile that you would like to select. In this case, you have only one choice. If you had created multiple profiles, all would be listed on this dialog box and you would have the option to select all or some of the profiles.
15	Click the **OK** button. The software marks each student record meeting the profile that you selected.
16	Click **OK** again to remove the information box. You have successfully selected all records on your database where the parent's U.S. taxes paid is greater than 12 percent of the parent's AGI.



Analyze Data

Analyzing your data is the final and most important step. It is why you use the software.

The software provides 10 pre-formatted reports to help you analyze your data:

- Corrected Records in Initial EFC Range
- Field Change Report with Corrected Field Counts
- Field Range Report with Corrected Field Counts
- Pell Corrected Records Report
- Custom Report
- List - EFC Change by Student
- List - Verification Selection Flags by Student
- List - Verification Selection Criteria by Code
- List - Verification Selection Criteria by Student
- Transaction Comparison

The table on the following page provides a summary description of each report.

We will discuss two reports in depth:

- List - Verification Selection Criteria by Code
- Field Range Report with Corrected Field Counts

(Due to time constraints we are unable to review in depth each and every report.) Additional information about the remaining eight reports can be found in the Appendix. These additional reports will assist you in your analysis.

BEST COPY AVAILABLE

Analysis Reports

Report	Information Provided	Why Use It?
Corrected Records in Initial EFC Range	Counts of records with changes to specific FAFSA fields; describes impact of those changes upon EFC within a specified EFC range	To identify the most problematic FAFSA elements for EFC changes that affect Pell eligibility
Field Change Report with Corrected Field Counts	Counts of records with changes to specific FAFSA fields; describes the impact of those changes on EFC	To identify the most problematic FAFSA elements school-wide or within a specific subpopulation
Field Range Report with Corrected Field Counts	Counts the number of fields corrected and the impact of those corrections on EFC within user-specified ranges of any single FAFSA data element	To identify ranges of FAFSA values that should, or should not, be targeted for verification
Pell Corrected Records Report	The number of fields corrected and the impact of those corrections on initial Pell Awards within user-specified ranges of any single FAFSA data element	To identify ranges of FAFSA values that should, or should not, be targeted for verification of Pell Grant recipients
Custom Report	A case-by-case listing of any FAFSA field values the user selects	To examine relationships not captured by other reports
List - EFC Change by Student	A listing of students who experienced a change in a given FAFSA item accompanied by the change in EFC; results can be sorted by EFC	To identify the most problematic incidences of change to a particular FAFSA element
List - Verification Selection Flags by Student	A listing of students accompanied by their CPS verification status, School Verification status, and characterization of change to EFC	To compare CPS and institutional verification practices
List - Verification Selection Criteria by Code	Lists students to whom a specific verification profile applies	To evaluate the contribution of each verification profile to the overall verification system
List - Verification Selection Criteria by Student	Lists students flagged by institutional verification and lists specific institutional verification profiles that apply	To evaluate each individual profile
Transaction Comparison	Side-by-side comparison of initial and paid on values of selected FAFSA data elements for each applicant who meets user-defined selection criteria	To review individual cases for evaluating the applicability to individual students of any generalized patterns observed in other reports

Individual Learning Activity #2

Scenario

Your supervisor asks for a list of the dependent students who have reported an unusually high amount of U.S. Taxes Paid.

Instructions

- Print the List - Verification Selection Criteria by Code report using the verification edit profile code that you created in Individual Learning Activity #1.
- Use the step-by-step instructions below, if necessary.

Step	Action
1	Select **File/Print** from the main menu. The Print dialog box displays.
2	Click the **down arrow** for the **Report** field. A list of available reports displays.
3	Select **List - Verification Selection Criteria by Code.**
4	Make sure that **Multiple** (to the right of the Report field) is selected and that **Screen** is marked as the Report File Destination.
5	Click the **ellipsis** button for Edit Verification Profile Code. The code that you set up in the prior learning activity displays.
6	Click **OK**. The Print dialog box redisplays.
7	Click **OK** again to print the report. The report displays.
8	Click the **Zoom In** button to enlarge the report. Review the report on your screen. (It is also presented on the following page.) All of the dependent students where Parent's U.S. Taxes Paid is 12 percent or greater than the Parent's AGI are listed.
9	Click the **Close** button to exit.

Report Date: 03/25/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 08:26:46 QUALITY ANALYSIS TOOL - 2002-2003
List - Verification Selection Criteria By Code
ALL RECORDS SORT: SSN
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 99999999 School Name: EDE UNIVERSITY

Code / Original SSN	Code Description / Student Name
TAXES	PARENTS TAXES GREATER THAN 12 PERCENT OF AGI
002-38-1474	MONTGOMERY, IVAN O.
016-72-3168	LABOME, DEBBEY D.
022-28-5318	SIMPSON, EKATERINA L.
036-46-2649	CERDA-CAMPOS, TIMOTHEA O.
037-60-0818	PITTMAN, PHU
042-50-6446	GASSOWAY, FREDDIE L.
042-90-0602	DICKENS, JASON D.
048-05-4807	MEDINA, MICHAEL A.
053-58-5413	ZARATE, AKOP M.
056-18-4950	NEAL, FATIMA S.
057-50-2167	GUTIERREZ, MICHAEL E.
058-76-4778	DUNLAP, AZALEA A.
060-46-2885	QUIJANO, YING C.
066-64-6572	CLEMONS-WILLIS, JOHNNY
072-32-8880	KARCHIKYAN, HUGO J.
077-40-7837	AROUTOUNIAN, MARK O.
084-56-0932	RAMOS, TRINA E.
087-84-4130	BAEZ, CATHERINE
088-62-1570	HARLAN, PATRICIA
089-42-5284	HOVSEPIAN, PATRICIA E.
092-42-5298	DELEON, ANTONIO F.
097-50-0932	RAMOS, JUANITA L.
108-40-4293	KANG, AHRGUS
109-02-7592	SOLORZANO, ANTONIO
110-76-6827	PENDROFF, H.
113-68-2812	SPENCER, CINDY N.
115-58-6850	STRANGE, GABRIEL T.

Number of Students for TAXES: 27

Total Number of Codes: 1
Total Unduplicated Number of Students: 27

Individual Learning Activity #3

Scenario

When you arrive at work this morning you read an e-mail from your supervisor with three questions.

- How many dependent students made corrections to their FAFSA that had an affect on their EFC?
- How many dependent students had no change in their EFC?
- What is the income range of the students most often making corrections?

He needs answers to the questions for a meeting scheduled at 11 A.M where the office's verification selection policy will be discussed.

Instructions

- Print the Field Range Report with Corrected Field Counts Report.
- Use the Field Increment Code for Parent's Adjusted Gross Income (this is the Field Increment Code that the instructor showed the class how to set up earlier. It has already been created on your PC for the purpose of this activity.)
- Use the step-by-step instructions on the next page.

Discussion

1. How many dependent students made corrections to their FAFSA that had an affect on their EFC?

_____

2. How many dependent students had no change in their EFC?

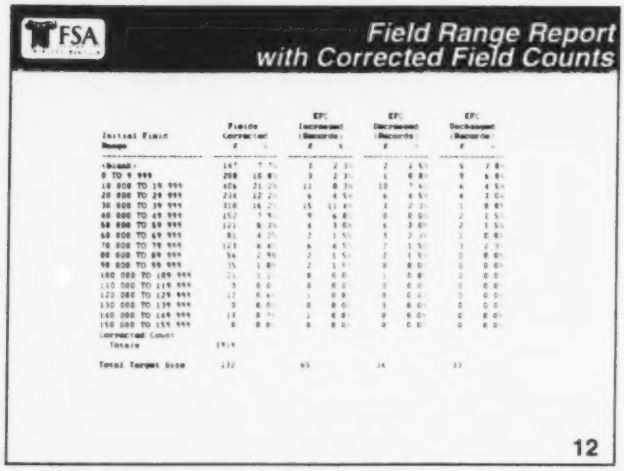
_____

3. What is the income range of the students most often making corrections?

_____

Step-by-Step Instructions for Individual Learning Activity #3

Step	Action
1	With the Print dialog box displayed, click the **down arrow** for the **Report** field. A list of available reports displays.
2	Select **Field Range Report with Corrected Field Counts.**
3	Make sure that **Multiple** (to the right of the Report field) is selected and that **Screen** is marked as the Report File Destination.
4	Click the **ellipsis button** [...] for the **Field Increment Code**. The Field Increment Codes that you have set up display. (One code has been set up for the purposes of this training to report student records by the parent's adjusted gross income. Earlier, the instructor demonstrated how to set up field increment codes.)
5	Click **OK**. (If more than one code is displayed, select the code and then click OK.) The Print dialog box redisplays with PAGI in the Field Increment Code field.
6	Click the **down arrow** for the **Dependency Status** field and select **Dependent**. Only dependent student records will be displayed on this report.
7	For this activity, leave the **Sort Order** as **Field Range**. This means that the rows of the report will display in the order of the field increment code, with records having a parent's adjusted gross income between $0 and 9,999 first, and so on.
8	Click **OK** to run the report. The report displays. Click the **Zoom In button** to make the report more legible. Review the report to answer your supervisor's questions.
10	Click the **Close button** when you are done.



Field Range Report with Corrected Field Counts

Let's review the report you just printed and the answers to your supervisor's questions. The full report is printed on the following page.

Before looking at the answers it is important to note that the report displays four columns of information. Column 1 counts the number of times fields were corrected. (For example, one student making five corrections would count as "five" in this column.) Columns 2, 3, and 4 display the number of student records. (That student making five corrections would count once in one of these columns.) The total number of fields corrected (1919) and the total number of student records (132) are shown at the bottom of the report.

1. How many dependent students made corrections to their FAFSA that had an affect on their EFC?

Column 2 shows the number of records where the corrections resulted in an increase in the EFC, with the total reported at the bottom (65). Column 3 shows the number of records where the corrections resulted in a decrease in the EFC (34). The answer, therefore, is 99 (65 + 34)

2. How many dependent students had no change in their EFC?

Column 4 shows the number of records where there was no difference between the EFC on the initial transaction and the EFC on the paid on transaction. The total displays at the bottom of the column (33).

3. What is the income range of the students most often making corrections?

Dependent students reporting parental adjusted gross incomes from $10,000 to $19,999 made the most corrections (406, or 21.2% of all corrections). They also appear to be the most likely to make corrections that have an impact on the EFC: 21 students in this income range made corrections that either raised (11) or lowered (10) the EFC. Note, however, that students in the $30,000 to $39,000 range were most likely to make corrections that raised their EFC.

BEST COPY AVAILABLE

Report Date: 03/24/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 09:25:29 QUALITY ANALYSIS TOOL - 2002-2003
Field Range Report with Corrected Field Counts
ALL RECORDS SORT: Field Range
PARENTS' ADJUSTED GROSS INCOME
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 99999999 School Name: EDE UNIVERSITY

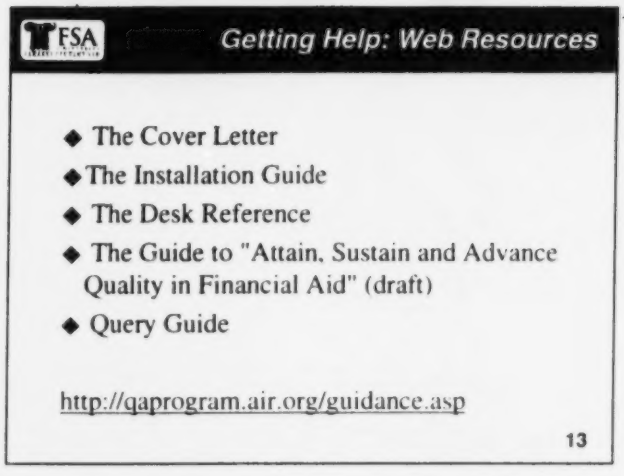
Initial Field Range	Fields Corrected #	Fields Corrected %	EFC Increased (Records) #	EFC Increased (Records) %	EFC Decreased (Records) #	EFC Decreased (Records) %	EFC Unchanged (Records) #	EFC Unchanged (Records) %
<blank>	147	7.7%	3	2.3%	2	1.5%	5	3.8%
0 TO 9,999	208	10.8%	3	2.3%	1	0.8%	9	6.8%
10,000 TO 19,999	406	21.2%	11	8.3%	10	7.6%	6	4.5%
20,000 TO 29,999	234	12.2%	6	4.5%	6	4.5%	4	3.0%
30,000 TO 39,999	310	16.2%	15	11.4%	3	2.3%	1	0.8%
40,000 TO 49,999	152	7.9%	9	6.8%	0	0.0%	2	1.5%
50,000 TO 59,999	121	6.3%	4	3.0%	4	3.0%	2	1.5%
60,000 TO 69,999	81	4.2%	2	1.5%	3	2.3%	1	0.8%
70,000 TO 79,999	123	6.4%	6	4.5%	2	1.5%	3	2.3%
80,000 TO 89,999	56	2.9%	2	1.5%	2	1.5%	0	0.0%
90,000 TO 99,999	35	1.8%	2	1.5%	0	0.0%	0	0.0%
100,000 TO 109,999	21	1.1%	0	0.0%	1	0.8%	0	0.0%
110,000 TO 119,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
120,000 TO 129,999	12	0.6%	1	0.8%	0	0.0%	0	0.0%
130,000 TO 139,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
140,000 TO 149,999	13	0.7%	1	0.8%	0	0.0%	0	0.0%
150,000 TO 159,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count Totals	1919							
Total Target Size	132		65		34		33	

Explanation of the data included on this report can be found in the Help Text. Click the 'Help' button on the Print dialog box to display a window with a list of reports. From this list, select the report for which you would like an explanation.

BEST COPY AVAILABLE

Discussion

How could you use the Tool at your school to prevent application errors and improve the verification process?



Getting Help: Web Resources

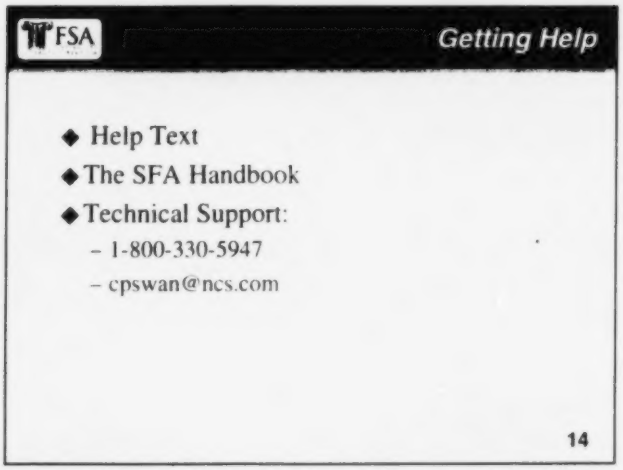
Several resources are available on the web to help you use the Tool:

- **The Cover Letter:** Highlights product enhancements, results gathered from benchmark testing and reminders on how to backup and optimize your database.
- **The Installation Guide**: Describes the software's system requirements and instructions for both single-user and network installation.
- **The Desk Reference**: Provides procedures required to use the tool, types of data that can be imported into the tool, and helpful details on analyzing data.
- **The Guide to "Attain, Sustain and Advance Quality in Financial Aid" (draft):** Provides guidance on how to use the Tool.
- **Query Guide**: Provides step by step instructions on how to construct queries using the Tool.

All of these resources are accessible from this web site:

http://qaprogram.air.org/guidance.asp

BEST COPY AVAILABLE



Getting Help (continued)

- **Help Text:** On-line system within the Tool itself that provides much guidance about how to use the software. Select **Help** from the main pull-down menu.
- **The SFA Handbook, Application and Verification Guide:** Describes the U.S. Department of Education's verification requirements. It is accessible at this web site:

  http://ifap.ed.gov/library/current.htm
- **Technical Support:** CPS/WAN Technical Support representatives are available to assist you with questions about the operation of the Tool software between 7 a.m. and 7 p.m. CST, Monday through Friday, excluding holidays. You can reach them at 1-800-330-5947. You can also send your inquiries by e-mail to cpswan@ncs.com. A technical support specialist will respond to your e-mail within 24 business hours.

Appendix

Additional Analysis Reports

	Page
Corrected Records in Initial EFC Range	32
Field Change Report with Corrected Field Counts	36
Pell Corrected Records Report	38
Custom Report	40
List - EFC Change by Student	42
List - Verification Selection Flags by Student	44
List - Verification Selection Criteria by Student	46
Transaction Comparison	48

BEST COPY AVAILABLE

Corrected Records in Initial EFC Range

Use this report to find out how many students made corrections to specified data fields and the possible impact of those corrections on the students' EFCs.

You have these choices to make when printing this report:

- **EFC Range Code:** Select student records falling within a particular EFC range, or select all Pell eligible or Pell ineligible records. If you use EFC Range Code EFC41, All Initial Pell Eligible by Pell Cell, all the individual initial Pell eligible predefined ranges (those defined by codes EFC01 through EFC39) are printed. A summary of all Pell eligible totals is printed at the end of the report.
- **Selected Fields Code:** Select all fields from the ISIR, individual fields (that you have set up in advance), or groups of fields (such as those required on the Verification Worksheet).
- **Dependency Status**: Select whether to print independent, dependent, or all records.
- **Sort Order:** Define how you want the records sorted, such as by sequence number, records corrected in ascending order, or EFC increased in descending order.
- **Selection Criteria:** Specify a query to select certain records from your database.

An example of this report is shown on the following three pages. This report:

- Is for all records who were Pell eligible (EFC Range Code);
- Shows how often the data fields used on the dependent student verification worksheet are corrected (Selected Fields Code);
- Includes dependent students only (Dependency Status);
- Is sorted according the sequence number (Sort Order); and
- Does not include a query (Selection Criteria).

Report Date: 03/24/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 09:57:13 QUALITY ANALYSIS TOOL - 2002-2003
Corrected Records in Initial EFC Range
ALL RECORDS SORT: Sequence Number
INITIAL PELL INELIGIBLE
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

School Name: EDE UNIVERSITY
OPEID#: 99999999

Initial Field Selected	Records Corrected #	%	EFC Increased #	%	EFC Decreased #	%	EFC Unchanged OR Still Within Initial Selected EFC Range #	%
PARENTS' NUMBER OF FAMILY MEMBERS	5	9.8%	0	0.0%	1	2.0%	4	7.8%
PARENTS' NUMBER IN COLLEGE	7	13.7%	0	0.0%	2	3.9%	5	9.8%
PARENTS' TAX RETURN FILED?	17	33.3%	0	0.0%	4	7.8%	13	25.5%
PARENTS' TYPE OF TAX RETURN USED?	3	5.9%	0	0.0%	0	0.0%	3	5.9%
PARENTS' ADJUSTED GROSS INCOME	14	27.5%	0	0.0%	5	9.8%	9	17.6%
PARENTS' U.S. INCOME TAX PAID	20	39.2%	0	0.0%	4	7.8%	16	31.4%
PARENTS' TOTAL FROM WORKSHEET A	36	70.6%	0	0.0%	5	9.8%	31	60.8%
PARENTS' TOTAL FROM WORKSHEET B	40	78.4%	0	0.0%	5	9.8%	35	68.6%
PARENTS' TOTAL FROM WORKSHEET C	0	0.0%	0	0.0%	0	0.0%	0	0.0%
STUDENT'S TAX RETURN FILED?	18	35.3%	0	0.0%	3	5.9%	15	29.4%
STUDENT'S TYPE OF TAX RETURN USED?	6	11.8%	0	0.0%	3	5.9%	3	5.9%
STUDENT'S ADJUSTED GROSS INCOME	14	27.5%	0	0.0%	3	5.9%	11	21.6%
STUDENT'S U.S. INCOME TAX PAID	30	58.8%	0	0.0%	4	7.8%	26	51.0%
STUDENT'S TOTAL FROM WORKSHEET A	45	88.2%	0	0.0%	5	9.8%	40	78.4%
STUDENT'S TOTAL FROM WORKSHEET B	42	82.4%	0	0.0%	4	7.8%	38	74.5%
STUDENT'S TOTAL FROM WORKSHEET C	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count Totals	297							

BEST COPY AVAILABLE

Continuation of page 1...

Total Unduplicated Record Count Data:	
Total Unduplicated Corrected Record Count	51
Total Unduplicated Non-corrected Record Count	0
Total Target Size	51
Total Unduplicated EFC Increases	0
Total Unduplicated EFC Decreases	7
Total Unduplicated EFC Unchanged	44

Report Date: 03/24/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 2
Report Time: 09:57:13 QUALITY ANALYSIS TOOL - 2002-2003
Corrected Records in Initial EFC Range
ALL RECORDS SORT: Sequence Number
INITIAL PELL INELIGIBLE
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

****

OPEID#: 99999999 School Name: EDE UNIVERSITY

Total Scheduled Award Summary Data:		
Initial Scheduled Award Total	$	0
Transaction Paid On Scheduled Award Total	$	18,400
Average Scheduled Award Increase	$	2,629
Average Scheduled Award Decrease	$	0
Pell Data:		
Total Initial Pell Eligible records that became Ineligible on Transaction Paid On		0
Percentage of Students that became Pell Ineligible On Transaction Paid On		0.0%
Total Initial Eligible Scheduled Award Loss	$	0
Total Initial Pell Ineligible records that became Eligible on Transaction Paid On		7
Percentage of Students that became Pell Eligible On Transaction Paid On		13.7%
Total Initial Ineligible Scheduled Award Gain	$	18,400

Explanation of the data included on this report can be found in the Help Text. Click the 'Help' button on the Print dialog box to display a window with a list of reports. From this list, select the report for which you would like an explanation.

BEST COPY AVAILABLE

Field Change Report with Corrected Field Counts

This report lists fields that affect the EFC and displays the number of corrections made to those fields with a corresponding percentage of the total number of corrections. You would use this report along with the Corrected Records in Initial EFC Range report to find out how often particular data fields were corrected and the possible impact of those corrections on the student's EFC. The difference between this report and the Corrected Records in Initial EFC Range report is that this report shows the number of corrections by field while the Corrected Records in Initial EFC Range report shows the number of records making corrections by field.

You have these choices to make when printing this report:

- **Selected Fields Code:** Select all fields from the ISIR, individual fields (that you have set up in advance), or groups of fields (such as those required on the Verification Worksheet).
- **Dependency Status**: Select whether to print independent, dependent, or all records.
- **Sort Order:** Define how you want the records sorted, such as by sequence number, records corrected in ascending order, or EFC increased in descending order.
- **Selection Criteria:** Specify a query to select certain records from your database.

An example of this report is shown on the following page. This report:

- Shows how often the data fields used on the dependent student verification worksheet are corrected (Selected Fields Code);
- Includes dependent students only (Dependency Status);
- Is sorted by Records Corrected - Descending (Sort Order) (The most frequently corrected fields are listed first); and
- Does not include a query (Selection Criteria).

Report Date: 03/24/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 10:32:14 QUALITY ANALYSIS TOOL - 2002-2003
Field Change Report with Corrected Field Counts
ALL RECORDS SORT: Records Corrected - Descending
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 99999999 School Name: EDE UNIVERSITY

Initial Field Selected	Records Corrected #	Records Corrected %	EFC Increased #	EFC Increased %	EFC Decreased #	EFC Decreased %	EFC Unchanged #	EFC Unchanged %
STUDENT'S TOTAL FROM WORKSHEET A	110	82.7%	54	40.6%	27	20.3%	29	21.8%
PARENTS' TOTAL FROM WORKSHEET B	108	81.2%	55	41.4%	25	18.8%	28	21.1%
STUDENT'S TOTAL FROM WORKSHEET B	106	79.7%	53	39.8%	26	19.5%	27	20.3%
PARENTS' TOTAL FROM WORKSHEET A	101	75.9%	51	38.3%	27	20.3%	23	17.3%
PARENTS' U.S. INCOME TAX PAID	72	54.1%	37	27.8%	20	15.0%	15	11.3%
STUDENT'S U.S. INCOME TAX PAID	68	51.1%	35	26.3%	20	15.0%	13	9.8%
PARENTS' TAX RETURN FILED?	54	40.6%	30	22.6%	15	11.3%	9	6.8%
PARENTS' ADJUSTED GROSS INCOME	45	33.8%	24	18.0%	16	12.0%	5	3.8%
STUDENT'S TAX RETURN FILED?	44	33.1%	25	18.8%	13	9.8%	6	4.5%
STUDENT'S ADJUSTED GROSS INCOME	39	29.3%	23	17.3%	10	7.5%	6	4.5%
PARENTS' NUMBER IN COLLEGE	27	20.3%	15	11.3%	11	8.3%	1	0.8%
PARENTS' TYPE OF TAX RETURN USED?	15	11.3%	9	6.8%	5	3.8%	1	0.8%
STUDENT'S TYPE OF TAX RETURN USED?	12	9.0%	6	4.5%	5	3.8%	1	0.8%
PARENTS' NUMBER OF FAMILY MEMBERS	10	7.5%	5	3.8%	3	2.3%	2	1.5%
PARENTS' TOTAL FROM WORKSHEET C	0	0.0%	0	0.0%	0	0.0%	0	0.0%
STUDENT'S TOTAL FROM WORKSHEET C	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count Totals	811		422		223		166	

Total Unduplicated Record Count Data:
Total Unduplicated Corrected Record Count 132
Total Unduplicated Non-corrected Record Count 1
Total Target Size 133

Explanation of the data included on this report can be found in the Help Text. Click the 'Help' button on the Print dialog box to display a window with a list of reports. From this list, select the report for which you would like an explanation.

BEST COPY AVAILABLE

Pell Corrected Records Report

This report shows counts and percentages for Pell eligible corrected records. It also shows the scheduled Pell award data that was calculated and stored during the data validation process. It is similar to the Field Range Report with Corrected Field Counts that you printed in the last learning activity. However, this report includes Pell eligible records only and it only displays records that have made a correction. Use this report to analyze who among your Pell eligible population is making corrections.

You have these choices to make when printing this report:

- **Field Increment Code:** Select a field increment code (that you have set up in advance) to define how the records will be displayed on the report.
- **Dependency Status**: Select whether to print independent, dependent, or all records.
- **Sort Order:** Define how you want the records sorted, such as by sequence number, records corrected in ascending order, or EFC increased in descending order.
- **Selection Criteria:** Specify a query to select certain records from your database.

An example of this report is shown on the following page. This report:

- Shows the how many students made corrections, by parent's adjusted gross income (Field Increment Code);
- Includes dependent students only (Dependency Status);
- Is sorted Records Corrected - Descending (Sort Order). The most often corrected fields are listed first; and
- Does not include a query (Selection Criteria).

Report Date: 03/24/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 10:49:40 QUALITY ANALYSIS TOOL - 2002-2003
Pell Corrected Records Report
ALL RECORDS SORT: Field Range
PARENTS' ADJUSTED GROSS INCOME
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 99999999 School Name: EDE UNIVERSITY

Initial Field Range	Selected Field Corrected #	Selected Field Corrected %	EFC Increased #	EFC Increased %	EFC Decreased #	EFC Decreased %	EFC Unchanged OR Still Within Initial EFC Range #	EFC Unchanged OR Still Within Initial EFC Range %
<blank>	5	6.8%	2	2.7%	0	0.0%	3	4.1%
0 TO 9,999	4	5.4%	2	2.7%	0	0.0%	2	2.7%
10,000 TO 19,999	2	2.7%	1	1.4%	1	1.4%	0	0.0%
20,000 TO 29,999	5	6.8%	2	2.7%	2	2.7%	1	1.4%
30,000 TO 39,999	9	12.2%	7	9.5%	2	2.7%	0	0.0%
40,000 TO 49,999	1	1.4%	0	0.0%	0	0.0%	1	1.4%
50,000 TO 59,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
60,000 TO 69,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
70,000 TO 79,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
80,000 TO 89,999	1	1.4%	1	1.4%	0	0.0%	0	0.0%
90,000 TO 99,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
100,000 TO 109,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
110,000 TO 119,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
120,000 TO 129,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
130,000 TO 139,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
140,000 TO 149,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
150,000 TO 159,999	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Corrected Count Totals	27		15		5		7	
Corrected Count Percentages		36.5%		20.3%		6.8%		9.5%

Total Unduplicated Record Count Data:

Total Unduplicated Corrected Record Count		27
Total Unduplicated Non-corrected Record Count		47
Total Target Size		74

Total Scheduled Award Summary Data:

Initial Scheduled Award Total	$	82,700
Transaction paid On Scheduled Award Total	$	62,550
Average Scheduled Award Increase	$	790
Average Scheduled Award Decrease	$	1,607

Pell Data:

Total Initial Pell Eligible records that became Ineligible on Transaction Paid On		3
Percentage of Students that became Pell Ineligible On Transaction Paid On		4.1%
Total Initial Eligible Scheduled Award Loss	$	8,350

Custom Report

The Custom Report lists the values of selected data fields for selected student records. Before running a Custom Report, you need to set up custom codes. Select Tools/Setup/Custom Format/Custom Reports from the main menu. Then enter and save one or more custom code records, each of which specify the ISIR fields to include on custom reports.

You have these choices to make when printing this report:

- **Custom Code:** Select a custom code (that you have set up in advance) to define which fields to display;
- **Sort Order:** Define how you want the records sorted, by SSN or by last name; and
- **Selection Criteria:** Specify a query to select certain records from your database.

An example of this report is shown on the following page. This report:

- Lists the Parent's Total from Worksheet B for selected student records (Custom Code);
- Is sorted by SSN; and
- Includes a query (Selection Criteria) that only selected dependent records where the parent's AGI is greater than $80,000 and the Total from Worksheet B is less than $1,000.

Report Date: 03/24/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 11:10:34 QUALITY ANALYSIS TOOL - 2002-2003
Custom Report
PARENTS AGI GREATER THAN 80K AND WRKB LESS THAN 1K SORT: SSN
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

****

OPEID#: 99999999 School Name: EDE UNIVERSITY

Student SSN :	022-28-5318
PARENTS' TOTAL FROM WORKSHEET B	0
Student SSN :	031-60-6825
PARENTS' TOTAL FROM WORKSHEET B	0
Student SSN :	037-60-0818
PARENTS' TOTAL FROM WORKSHEET B	0
Student SSN :	058-62-6852
PARENTS' TOTAL FROM WORKSHEET B	0
Student SSN :	058-76-4778
PARENTS' TOTAL FROM WORKSHEET B	0
Student SSN :	084-56-0932
PARENTS' TOTAL FROM WORKSHEET B	0
Student SSN :	097-50-0932
PARENTS' TOTAL FROM WORKSHEET B	0
Student SSN :	107-64-7860
PARENTS' TOTAL FROM WORKSHEET B	271
Student SSN :	107-64-7860
PARENTS' TOTAL FROM WORKSHEET B	713
Student SSN :	108-40-4293
PARENTS' TOTAL FROM WORKSHEET B	0
Student SSN :	108-64-5540
PARENTS' TOTAL FROM WORKSHEET B	0
Student SSN :	109-02-7592
PARENTS' TOTAL FROM WORKSHEET B	0

List - EFC Change by Student

This report lists the records where there was a difference between the values on the two transactions for a selected field. It shows the value of the field on the initial transaction, the change in the value, the initial EFC, and the difference between the initial and paid on EFCs.

You have these choices to make when printing this report:

- **Sort Order:** Define how you want the records sorted, by SSN, last name, EFC change ascending, or EFC change descending;
- **Discrepancy Field:** Select the field to analyze; and
- **Selection Criteria:** Specify a query to select certain records from your database.

Note that in the column titled "Field Change," if the initial value is greater than the paid on value, the difference is expressed as a negative number. If the initial value is less than the paid on value, the difference is a positive number.

An example of this report is shown on the following page. This report:

- Is sorted by SSN (Sort Order);
- Shows records where the parent's number of family members changed (Discrepancy Field); and
- Does not include a query (Selection Criteria).

Report Date: 03/25/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 07:50:25 QUALITY ANALYSIS TOOL - 2002-2003
List - EFC Change by Student
ALL RECORDS SORT: SSN
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 99999999 School Name: EDE UNIVERSITY

Field Selected: PARENTS' NUMBER OF FAMILY MEMBERS

Original SSN	Student Name	Initial Value	Field Change	Initial EFC	EFC Change
004-72-7499	JONES, MARCUS L.	04	-1	7772	-5787
006-84-6590	PI, PATRICIA	06	-6	0	0
006-96-3950	HUFF, CONSUELO J.	01	1	0	1143
013-42-6455	MCCLAIN, ANGELA L.	04	-1	7822	1687
016-52-7407	OGUNFIDITIMI, SONIA A.	05	-5	2776	-2351
016-68-5611	LYKE-MARSHALL, KELLY	05	-5	0	0
024-48-6772	RODRIGUEZ, ARAKSI M.	05	-5	5094	1554
025-64-3691	JACKSON, ANGELINA E.	04	-1	0	0
026-58-2431	BLOXTON, MILTON E.	02	-2	0	0
037-60-0818	PITTMAN, PHU	04	-4	5477	108
044-76-4323	JOHNSON, JOHN X.	05	-5	2300	0
047-66-7170	PRIETO, TIFFANY O.	04	-1	1044	937
049-38-5441	SMITH, DHULETTA	07	-7	0	0
052-40-3751	HOWARD, BARBARA J.	03	-3	2820	-463
056-48-1972	CHAPPELL, ARASH D.	03	-3	0	0
057-60-2228	FRANKLIN, CAROLYN	02	-2	9368	0
058-76-4778	DUNLAP, AZALEA A.	05	-1	9210	1971
059-56-1013	TODOROW, CYNTHIA	03	-3	0	0
060-46-2885	QUIJANO, YING C.	04	-1	7246	1065
060-76-2634	OLIVARES, ROCIO	03	-3	9322	1133
063-60-6328	MONTERO, STEVEN G D.	04	-4	2664	453
072-56-0331	OWOLABI, DIANE D.	03	-3	656	-656
075-62-7740	SIGUENZA, MICHELE	01	-1	9859	-1502
081-70-2618	STOVER, CHRISTOPH K.	03	-3	0	0
082-44-1700	SHERWOOD, WILLIAM D.	02	-2	2308	2933
084-68-1481	SMITH, LORA B.	02	-2	0	0
085-52-5612	ESPINOZA, SHARON	02	-2	3515	1135
093-62-4082	MUNOZ, LYNELL	03	-3	0	0
102-34-2062	CARMONA, JEROME D.	02	-2	6747	-1879
108-64-5540	CALPITO, ROBERT L.	03	-3	7839	1811
109-02-7592	SOLORZANO, ANTONIO	04	-4	2826	0
110-76-6827	PENDROFF, H.	05	-1	0	0
118-50-7039	CONNERS, DAVID F.	01	-1	5498	149
124-62-5595	PICA, CHENEL	05	-5	0	0

Total Students: 34

48

BEST COPY AVAILABLE

List - Verification Selection Flags by Student

This report shows the values for the CPS Verification Flags (initial and paid on) and school verification flag (initial as it is only presented and relevant for the initial transaction) for a selected list of students. These values show:

- Students who became Pell eligible
- Students who became Pell ineligible
- Students whose EFC changed
- Students whose EFC remained unchanged

You have these choices to make when printing this report:

- **Sort Order:** Define how you want the records sorted, by SSN or last name;
- **EFC Change:** Select all records (<blank>), records that became eligible for a Pell Grant (Y#), records that became ineligible for a Pell Grant (Y*), records where the EFC changed (Y), or records where the EFC did not change (N); and
- **Selection Criteria:** Specify a query to select certain records from your database.

Y means Yes and N means No on the report. For students who became eligible for Pell as a result of a change, the entry in the EFC Changed from Initial column is marked with a # (pound symbol). For students who became ineligible, the entry is marked with an * (asterisk).

An example of this report is shown on the following page. This report:

- Is sorted by SSN (Sort Order);
- Shows records that became eligible for a Pell Grant (EFC Change); and
- Does not include a query (Selection Criteria).

Report Date: 03/25/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 08:16:07 QUALITY ANALYSIS TOOL - 2002-2003
List - Verification Selection Flags by Student
ALL RECORDS SORT: SSN
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 99999999 School Name: EDE UNIVERSITY

Original SSN	Student Name	CPS Selected Initial/ Paid On		School Selected Initial	EFC Changed From Initial
004-72-7499	JONES, MARCUS L.	N	N	Y	Y#
013-60-2522	JESUDASSON, NAVA G.	Y	N	Y	Y#
024-56-7087	BASSIR, HEE W.	N	N	Y	Y#
056-46-7671	ALAKHERYAN, CARLOS A.	N	N	Y	Y#
057-62-5515	AYALA, LLOYD	N	N	Y	Y#
066-64-6572	CLEMONS-WILLIS, JOHNNY	N	N	Y	Y#
079-56-9246	CRAIG, ROSA A.	Y	N	Y	Y#
107-46-7267	DEL RINCON, TONYIA V.	N	N	Y	Y#
Total Selected By Transaction Type:		2	0	8	
Total Records By Transaction Type:		8	8	8	
Percentage of Records Selected:		25.0%	0.0%	100.0%	

Total Records whose EFC became Pell Eligible: 8
Percentage of Records that became Pell Eligible: 100.00%
Total Records whose EFC became Pell Ineligible: 0
Percentage of Records that became Pell Ineligible: 0.00%

Overall Percentage of Records Affected: 100.00%

Legend:

- Student became Eligible for Pell

BEST COPY AVAILABLE

List - Verification Selection Criteria By Student

This report lists students to whom verification edit profiles apply, along with the codes and descriptions of those profiles. More than one profile can apply to a student.

You have these choices to make when printing this report:

- **Sort Order:** Define how you want the records sorted, by SSN or last name; and
- **Selection Criteria:** Specify a query to select certain records from your database.

An example of this report is shown on the following page. This report:

- Is sorted by SSN (Sort Order); and
- Includes a query to select records meeting at least one verification edit profile where there was no change in the EFC between the initial and paid on transactions(Selection Criteria).

```
Report Date: 03/25/2002      U.S. DEPARTMENT OF EDUCATION                    PAGE:
1
Report Time:   08:40:48    QUALITY ANALYSIS TOOL - 2002-2003
                  List - Verification Selection Criteria By Student
                                    EFC DIFFERENCE                    SORT: SSN
      THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT
*************************************************************************************
OPEID#: 99999999                                          School Name: EDE UNIVERSITY
-------------------------------------------------------------------------------------

Original SSN  Student Name
Code          Code Description
------------  ------------------------------------------------
002-38-1474   MONTGOMERY, IVAN O.
TAXES         PARENTS TAXES GREATER THAN 12 PERCENT OF AGI

  Number of Codes for Student: 1

087-84-4130   BAEZ, CATHERINE
TAXES         PARENTS TAXES GREATER THAN 12 PERCENT OF AGI

  Number of Codes for Student: 1

109-02-7592   SOLORZANO, ANTONIO
TAXES         PARENTS TAXES GREATER THAN 12 PERCENT OF AGI

  Number of Codes for Student: 1

110-76-6827   PENDROFF, H.
TAXES         PARENTS TAXES GREATER THAN 12 PERCENT OF AGI

  Number of Codes for Student: 1


Total Number of Students:                    4
Total Unduplicated Number of Codes:          1
```

52

BEST COPY AVAILABLE

Transaction Comparison Report

This report compares the values on the initial transaction with the values on the paid on transaction for specified fields and for specified student records.

You have these choices to make when printing this report:

- **Field Order**: Determine how the fields are sorted on each student record, by sequence number or alphabetically by description;
- **Sort Order:** Define how you want the records sorted, by SSN or last name;
- **Selected Field Codes:** Specify which fields will be displayed on each student record by selecting a field code that you set up in advance;
- **Discrepancy Field:** Specify a field that has a difference between the initial and paid on transactions and only records will print having a discrepancy in this field;
- **Changed Fields Only?:** Indicate whether you want to only display fields on a student's record where there was a difference between the initial and paid on values; and
- **Selection Criteria:** Specify a query to select certain records from your database.

An example of the first page of this report is shown on the following page. This report:

- Has fields sorted in sequence number order (Field Order);
- Is sorted by SSN (Sort Order);
- Displays only fields from the dependent verification worksheet (Selected Field Code);
- Only shows records with a discrepancy in the parent's Worksheet B field (Discrepancy Field);
- Only displays fields with a difference between the two transactions (Changed Fields Only?); and
- Includes a query to select records meeting a query that selects records where the parent's U.S. taxes paid is 12 percent or greater than the parent's adjusted gross income (Selection Criteria).

Report Date: 03/25/2002 U.S. DEPARTMENT OF EDUCATION PAGE: 1
Report Time: 09:00:35 QUALITY ANALYSIS TOOL - 2002-2003
Transaction Comparison Report
PARENTS TAXES GREATER THAN 12 PERCENT OF AGI SORT: SSN
THIS DOCUMENT CONTAINS SENSITIVE INFORMATION PROTECTED BY THE PRIVACY ACT

OPEID#: 99999999 School Name: EDE UNIVERSITY

Original SSN: 016-72-3168 Current SSN: 016-72-3168
Student Name: LABOME, DEBBEY D.
Initial School Verification Flag: Yes

	Initial	Paid On
Source of Correction	<blank>	<blank>
Source of values	ISIR	ISIR
Transaction Number	01	
CPS Verification Flag	N	N
Dependency Status	D	D
EFC	3148	4677

Last Modified By: QA 03/21/2002 14:03:12

Field(s) Selected	Initial Transaction Value	Paid On Transaction Value	Change
PARENTS' TAX RETURN FILED?	2	1	Y
PARENTS' TYPE OF TAX RETURN USED?	1	2	Y
PARENTS' ADJUSTED GROSS INCOME	$ 11,000	$ 23,925	$ 12,925
PARENTS' U.S. INCOME TAX PAID	$ 9,457	<blank>	$ -9,457
PARENTS' TOTAL FROM WORKSHEET A	$ 0	$ 26	$ 26
PARENTS' TOTAL FROM WORKSHEET B	$ 12	$ 0	$ -12
STUDENT'S U.S. INCOME TAX PAID	$ 276	<blank>	$ -276
STUDENT'S TOTAL FROM WORKSHEET B	$ 9	$ 0	$ -9

BEST COPY AVAILABLE